DOCUMENT RESUME

ED 443 534 PS 028 692

TITLE	Louisiana Parent Partnering Model: Connecting Learning & Earning for Our Children's Future.
INSTITUTION	Louisiana Parent Teacher Association, Baton Rouge.
PUB DATE	1998-00-00
NOTE	57p.; Funding provided by the Governor's Council on School-to-Work.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Adolescents; *Career Choice; *Career Education; *Children; Elementary Secondary Education; Models; Parent Materials; *Parent Participation; Parent School Relationship; Parent Student Relationship; *Parents; Partnerships in Education
IDENTIFIERS	Louisiana; Parent Community Relationship; School to Work Opportunities Act 1994

ABSTRACT

Noting that parents have a responsibility to help their children prepare for a career, this handbook is designed as a practical resource for parents in Louisiana looking for assistance in helping their children choose and prepare for a career. The handbook presents a parent partnering model connecting learning and earning that focuses on parents' efforts, their relationship to their child's teacher, school, and the community. Also described are actions parents can take to raise a work-ready child or teen, including modeling joy in work and learning, requiring chores, and developing an economic sense. The handbook delineates ways parents can work effectively with teachers and schools, including monitoring homework, developing a portfolio for their child, supporting school change, and advocating PTA involvement. Strategies outlined for parents to strengthen community participation in the career development process include recruiting employers for internships, pushing for expanded post-secondary educational options, and volunteering as a mentor or tutor. The handbook presents SCANS skills, comprised of five competencies and a 3-part foundation of skills and personal qualities needed for solid job performance. Also described is the School-to-Work Opportunities Act of 1994 requiring teachers to expose sixth through eighth graders to career options. In addition, the handbook contains: a self-evaluation checklist for parents regarding their efforts in career preparation; homework tips; suggested activities for elementary and middle or high school students; suggestions for helping their child get a job; and ten things that teachers wish parents would do related to career education. The handbook concludes with contact information for school-to-work partnerships in Louisiana. (KB)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 443 534

PS 028692

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Louisiana Parent Partnering Model

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Carol Fullilove

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

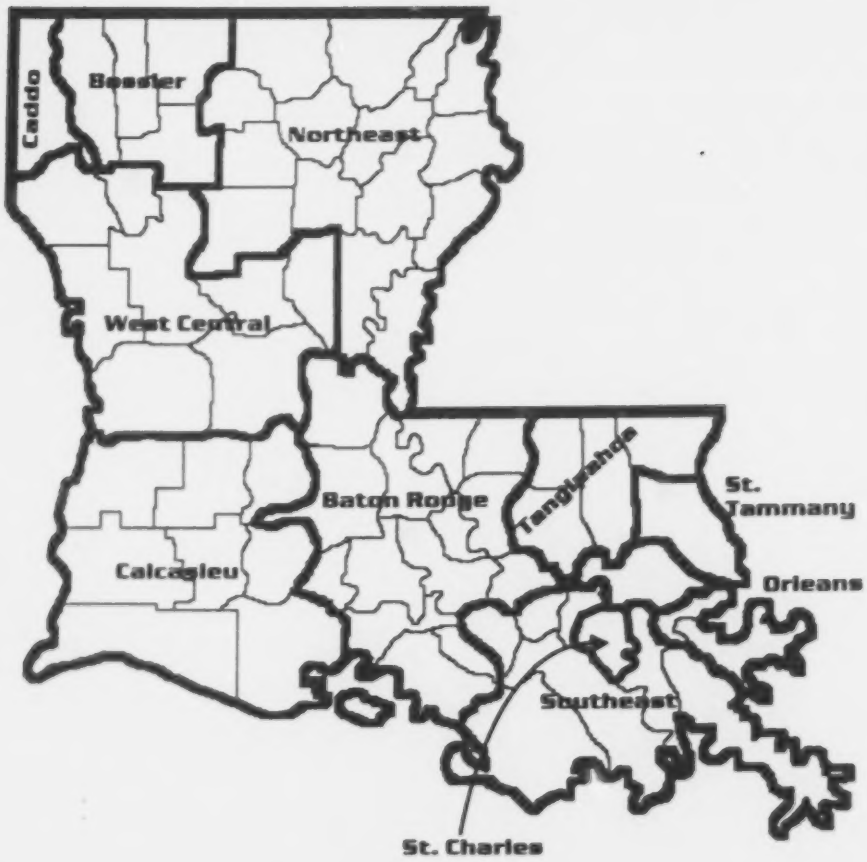
Connecting Learning & Earning for Our Children's Future

Region I of the Louisiana PTA and Governor's Council on School-to-Work

2

3

BEST COPY AVAILABLE



LOUISIANA PARENT TEACHER ASSOCIATION

REGION I

Bossier Council
Caddo District
Calcasieu Council
Northeast District
West Central District

REGION II

Baton Rouge District
Orleans District
Southeast Council
St. Charles District
St. Tammany District
Tangipahoa District

Region I of the Louisiana PTA gratefully acknowledges the Governor's Council on School-to-Work for the mini-grant provided to fund the printing of this handbook.

Governor's Council on School-To-Work

"... if education is to have relevance to the masses; i.e. students, employers, and the community in general, there must be opportunities for our youth to actively explore, the many facets of the world of work."

Michael Johnson
President, Louisiana PTA

"As parents and community volunteers, we must make sure our students have skills that will be in demand in the workplace of the future."

Carol Fullilove
Region I Director, Louisiana PTA

"Parents need to be active participants in all area's of their child's life – social, educational, and vocational. The future of our country depends on how well our children are prepared to be successful in life."

Tillie Caileff
Parent Representative
Governor's Council School-to-Work

CONNECTING LEARNING & EARNING FOR OUR CHILDREN'S FUTURE

Parents have a responsibility to participate actively in helping their children prepare for a career. They can get an early start by encouraging good study habits, monitoring homework, nurturing creativity, curiosity and confidence, and demanding the best possible schools for their children.

When children are young it seems so far away to talk and think about jobs ... but the years move rapidly. Attitudes, behaviors and habits set in place in the early years form the base for the competencies that children will need in tomorrow's jobs.

Every child is entitled to know what it takes to succeed in the work world. Parents play a major role in teaching effective communication, problem solving and self-discipline. Research shows that programs designed with a strong component of parent involvement produce students who perform better than those who have taken part in otherwise identical programs with less parent involvement.

As children grow beyond the elementary grades, parents may underestimate their essential roles in education. Parent involvement drops off drastically as children move into higher grades. Even at the high school level parents play powerful roles to help their sons and daughters become more engaged, better motivated learners and workers.

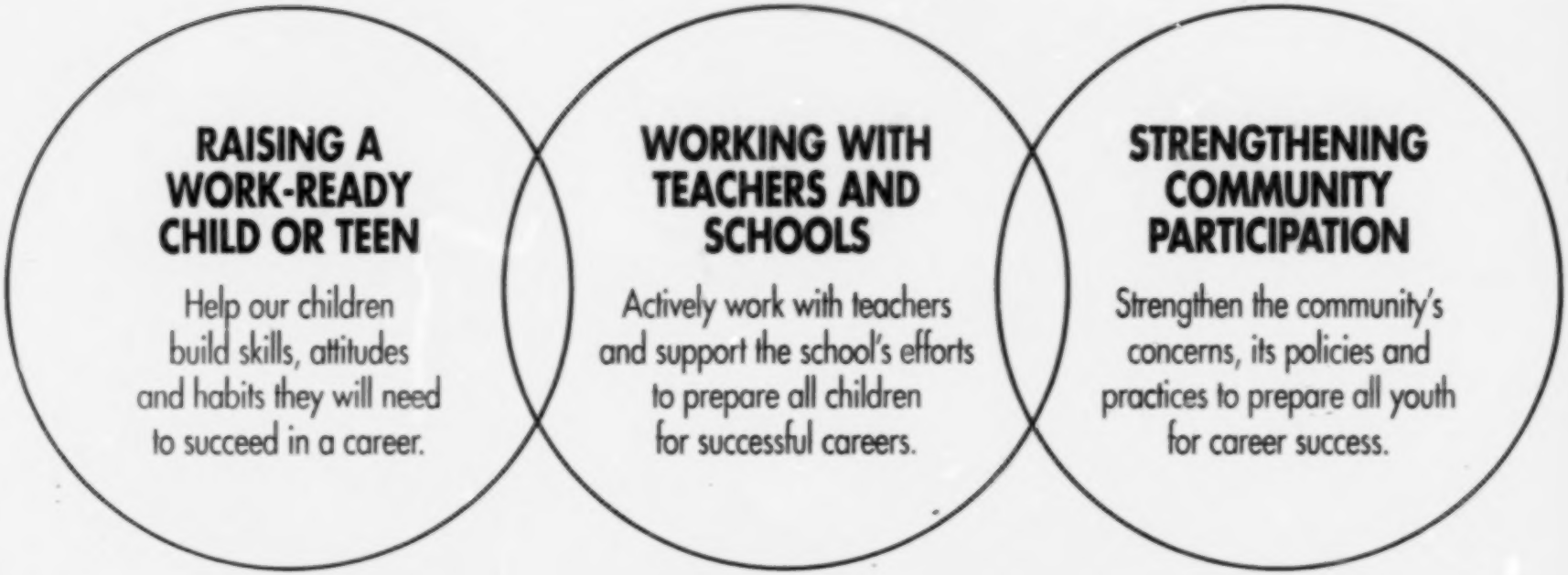
Educating students about the importance of developing good academic and work skills is an important component of building a highly skilled workforce. Parents have the responsibility to see that their children are prepared to make a smooth transition from school to careers.

The School-To-Work Opportunities Act of 1994 was signed by President Clinton on May 4, 1994. Act 1124 will require teachers to expose students in grades six through eight to career options. All high school students will be required to choose a plan of study which will allow them to structure their high school courses into meaningful sequence toward life preparation.

This handbook is designed as a practical resource for parents looking for assistance in helping their children choose and prepare for a career and become productive members of society.

PARENT PARTNERING MODEL — CONNECTING LEARNING & EARNING

Region I of the Louisiana PTA has developed this handbook of strategies and actions parents can take today to help children and teens connect learning and earning for their future and ours.


RAISING A WORK-READY CHILD OR TEEN
Help our children build skills, attitudes and habits they will need to succeed in a career.
WORKING WITH TEACHERS AND SCHOOLS
Actively work with teachers and support the school's efforts to prepare all children for successful careers.
STRENGTHENING COMMUNITY PARTICIPATION
Strengthen the community's concerns, its policies and practices to prepare all youth for career success.

Beyond giving our children the love, nurturing, care and support they need, we can help them build skills and habits they will need to succeed in the workforce.

10

11

The following charts describe strategies and actions parents can take:

RAISING A WORK-READY CHILD OR TEEN

1	**MODEL JOY IN WORK AND LEARNING:** Share your sense of purpose with your children. Talk about the satisfaction you gain from your work. Model what it means to have a passion for your career. Take your son or daughter to your workplace on occasion if it is possible. Talk to them about new skills you are learning, ways work is changing. Let them know there is life after school, and it's — guess what — more learning.
2	**DISCOVER AND NURTURE THEIR NATURAL TALENTS:** Listen to your kids when they talk about what interests them, what they're passionate about. Encourage them to get involved in activities that build on their talents and interests. Partner with other parents and their children who share your interests. Show willingness to "go the extra mile" so they can participate in Scouts, music lessons, hobbies or sports. See that your son or daughter has the opportunity to take a vocational aptitude test or career interest inventory in high school.
3	**TEACH WORKING WITH OTHERS:** As a family, coach children in how to work and play with others — play a game by the rules, do their part on a cleanup, take turns, settle differences, and other group skills. Model speaking to others with civility and regard for their feelings. Teach manners and etiquette for different occasions. Help your child know and feel comfortable with people of different cultural, racial and ethnic backgrounds. Volunteer with your child on a community project. Show warm appreciation for your son's or daughter's contributions to a group effort.
4	**REQUIRE CHORES:** Beginning at an early age, assign some tasks every child is responsible for doing. Re-negotiate chores as children get older, adding some "stretch" from making the bed, picking up clothes, and taking out the trash to helping prepare meals and mowing the lawn. Tie every child's privileges to responsibilities (chores and homework).
5	**BUILD SKILLS AND KNOWLEDGE:** Start early building your child's awareness of and appreciation for all kinds of work. As you read books to your preschooler, look for examples of people working and learning. As you travel or shop with your child, notice and comment on the contributions of workers: "I wonder who built the ___? Who makes the ___ run? Who takes care of ___? How do you suppose they learned to do that?" Show that your family values learning and applying knowledge for real world purposes. Encourage your children to learn practical skills — CPR, lifesaving, babysitting.
6	**TEACH CONSTRUCTIVE USE OF TECHNOLOGY:** Talk about how technology changes our lives. Encourage your child to learn and use technology for many purposes in addition to entertainment. Emphasize the potential benefits from constructive use of technology to make lives better. Demonstrate safety in the use of technology. Discuss confidentiality and ethics issues, and monitor your child's use of technology.

RAISING A WORK-READY CHILD OR TEEN

7	**TEACH RIGHT AND WRONG, LIMITS AND CONSEQUENCES:** Begin early teaching your child age-appropriate lessons about right and wrong — telling the truth, not stealing, honoring parents, obeying laws, not cheating, not abusing drugs and other positive character traits. Set clear limits and when your child violates a rule, enforce consequences. Don't accept back talk. Model ethical behavior, and teach your child that "doing the right thing" applies at home, in school, in sports, in the community, in life. When your son or daughter disobeys a rule or law, teach him or her to take correction, make amends, and move on.
8	**DEVELOP ECONOMIC SENSE:** Whatever the family finances, teach your child or teen wise use of resources and basic economic concepts. Examples include scarcity, personal opportunity cost (every choice has a consequence), and the profit motive. Whether your child gets an allowance or not, whether your teen has a part-time job or not, teach the value of money and the responsibility to manage it.
9	**SHAPE ORGANIZED, ATTENDING BEHAVIOR:** Success in school and in the labor force depends on a set of skills called "organized and attending." Attending shows interest — sitting up in the chair, facing the person who is talking, making eye contact, leaning forward, avoiding distractions. Role model attending by showing interest in what your child says. Then hold your child accountable to attend to you. A child who attends gets along better with peers, parents, teachers and bosses. Skills of organization include having tools and materials and aligning with the class's or organization's purpose, using time well, and applying oneself to the lesson or task. Help decide places where things belong, and help your child or teen form the habit of restoring things to their places.
10	**REQUIRE ON-TIME, REGULAR ATTENDANCE:** Being on the job, on time, every day and turning in a day's work for a day's wages — these work traits have to be carefully taught and practiced from an early age by home and school. Employers report that more employees lose their jobs on issues of attendance and punctuality than from lacking skills for the job. At home enforce reasonable bedtimes and establish routines to help your child be on time every day.
11	**MODEL WORKING FIT, DRUG-FREE, SAFELY:** Being physically up to the task, observing safety measures, working drug-free — these employability traits are a lifetime in the making. Parents lay the ground work, teachers reinforce. Model a healthy lifestyle. Take your children for regular checkups and immunizations. Provide nutritious meals and snacks. Talk to your children and teens about harmful effects of alcohol and other drugs. Channel risk-taking behaviors into acceptable pasttimes, such as volunteering, sports, or structured youth groups.
12	**INSTILL PRIDE OF WORKMANSHIP:** To give children skills for the 21st Century, parents have to begin now teaching the habit of continuous improvement. Parents begin by expecting children to work to a high standard. Model investing time to improve a project. Support schools as they expect more and teach to a high standard. Teach pride of workmanship by honing your own skills and talents and acknowledging your child's success.

BEST COPY AVAILABLE

WORKING WITH TEACHERS AND SCHOOLS

1. **KNOW THE TEACHERS:** Meet your children's teachers at the beginning of each school year by attending open house and back-to-school nights. Support the teachers by volunteering to help in the classroom or accompanying the classroom on field trips.

2. **REQUIRE SAFE SCHOOLS:** Abide by school rules that ensure safety for all children on campus. Take advantage of after-school offerings available to your children. Parents can volunteer to keep order at school-sponsored events by serving as chaperons. Fathers can be especially helpful in this capacity.

3. **MONITOR HOMEWORK:** Sit down with your children and decide when and where homework will be done. Make it clear that keeping track of assignments and completing homework is their responsibility — not yours. Daily assignment books/sheets might work well for your son or daughter. If they have trouble with an assignment, help them understand the directions, and work on a couple of problems or questions together. Then have them work alone. If your children aren't completing their homework insist that it be done before other activities.

4. **RESOLVE PROBLEMS:** Invest time and energy to resolve problems your child may face at school. Make appointments with teachers for conferences that may be needed to solve problems.

5. **EXPAND TECHNOLOGY:** Parents need to work with school districts, libraries and communities to develop technology plans and to improve teacher training in the use of educational technology. If your child's school does not have computers in the classroom, help establish a fund to purchase the needed equipment. Support school tax issues for technology in the classroom.

16

17

WORKING WITH TEACHERS AND SCHOOLS

6 **DEVELOP A PORTFOLIO:** Keep a portfolio on your child. Let him/her help by collecting information such as personal statistics, school data, schoolwork samples and special accomplishments. Allow your high school student to take over maintaining the information.

7 **AWARENESS OF CAREER OPTIONS:** Help organize and participate in a career day at your children's school. These events allow students to meet postsecondary educators, employers and employees to learn about education and work opportunities. Career days help students think about their interest and abilities in relation to potential careers.

8 **ENCOURAGE INVOLVEMENT IN EXTRA-CURRICULAR ACTIVITIES:** Every school gives the students a chance to participate in extra-curricular and co-curricular activities such as band, dance line, art, football, etc. Students need to find out what is available in their school or neighborhood and select one or more of the activities. Studies confirm that students who do extra-curricular work are helped in their academic learning now and in the future. These programs keep children productively busy when they might otherwise get bored and get into trouble.

9 **SUPPORT SCHOOL CHANGE:** Support the policies and rules at your child's school. Be positive about academic changes and support the recommendations from the administration. Volunteer to serve on your school's advisory council.

10 **ADVOCATE PTA INVOLVEMENT:** Work with teachers and administrators through the PTA. Join PTA and attend the meetings. This group stands for parents and teachers working together to make schools better for all children.

STRENGTHENING COMMUNITY PARTICIPATION

1. **TAKE A LEADERSHIP ROLE:** Help your community to connect children and youth's academic learning with skills for success in the labor market. Serve on a school-to-work leadership council or task group. Get your PTA and your civic organizations involved in advocating for policies that prepare youth for career success. Influence the Chamber of Commerce and Economic Development groups to undertake bold, new approaches. Help attract out-of-school, unemployed youth to training opportunities in promising employment sectors with critical skilled labor shortages.

2. **RECRUIT EMPLOYERS FOR INTERNSHIPS:** Talk to your friends and business associates about opening their workplaces to student and teacher interns. Talk with your son's or daughter's teachers about interning in a business or industry next summer. Encourage your own teenager to check out internship possibilities — at no pay — for the chance to explore a career option and add to his or her resumé and portfolio.

3. **SUPPORT GROUNDHOG DAY JOB SHADOWING FOR MIDDLE SCHOOLERS:** Ask your middle school principal how you can help arrange job shadowing opportunities for students on February 2, National Groundhog Job Shadow Day. Maybe you can help arrange transportation or supervise students en route to their shadow assignments. Or offer to help orient worksite supervisors about how to oversee preadolescents. Encourage your child to become involved. Invite employers to host youngsters as shadows and co-workers to supervise them.

4. **SAFE, CONSTRUCTIVE AFTER-SCHOOL ACTIVITIES FOR ALL YOUTH:** Influence your church, school or civic group to offer safe places and provide homework supervision, snacks and constructive activities during out-of-school hours. Sponsor field trips to parks, museums, and historic sites after school. Support your Scouting, Boys Club/Girls Club, and other youth-serving organizations.

5. **USE COSBY TV SPOTS, OTHER OUTREACH:** Encourage television and newspaper professionals to run informative spots and feature stories about "education that works": exciting career academies within schools, young interns in workplaces, students running their own enterprises, summer career camps for middle-schoolers, and others. Encourage your friends and associates to watch the Cosby TV spots with their children and teens and discuss career options that interest them.

6. **SUPPORT INVESTMENTS IN TECHNOLOGY AND TRAINING:** As a parent and taxpayer, take a leadership role in getting your community to invest in our children's future by giving them the skills they need for the 21st Century. That includes technical training, use of technology, laboratories and other real-world learning opportunities beyond classroom walls.

WORKING WITH THE WIDER COMMUNITY

7 **PUSH FOR EXPANDED POST-SECONDARY OPTIONS:** Records show Louisianians fall far behind our sister states in the numbers of citizens who earn associate degrees (3.3%). Yet employers tell us that most new jobs will require some education or training beyond high school. Work to get your community's schools and colleges to offer what some call "a seamless band of learning opportunities" for all citizens throughout their work lives. That can include work-based basic skills upgrades, literacy classes, technical coursework offered in high school for advanced credit at the next level of training, and other advanced placement courses and transferrable credits.

8 **TELL OTHERS ABOUT THE OCCUPATIONAL INFORMATION SYSTEM:** Our state has an "on the point" on-line information system every citizen needs to know about. It includes a consumer information system that lists all the jobs and training available in your area. A forecasting component will identify the hottest jobs, fastest growing industry sectors, new jobs, numbers of replacements needed, and other useful forecasts. Finally, a scorecard will tell consumers about the performance of all training providers: Do the graduates get jobs, keep them, is training adequate, and are learners and employers satisfied with the training? Visit the OIS website.

9 **VOLUNTEER AS A MENTOR, TUTOR, WORKSITE SUPERVISOR:** Parents can extend your influence beyond schools and classrooms to worksites and board rooms across the community. Choose from a wide range of roles to connect learning and earning for all kids: mentor an at-risk youngster, tutor or read aloud to a child, agree to supervise a young intern or job shadow, work alongside neighborhood youth on Habitat for Humanity, a park cleanup, or "Paint Your Heart Out."

10 **HELP MOVE SECOND CHANCE PROGRAMS INTO THE MAINSTREAM:** Find out what happens to the four in ten young people who leave school before getting the skills for economic success. Ask about the performance of second chance programs and alternative schools: Do graduates move into the workforce, further education or training? Do high-risk young people get mentoring and guidance to get on a "fast track" that prepares them for challenging, increasingly, rewarding jobs? Encourage your community's second chance programs that give youth hope and skills for the future.

SCANS SKILLS

SCANS is made up of five competencies and a three-part foundation of skills and personal qualities that are needed for solid job performance. These include:

COMPETENCIES — effective workers can productively use:

- **Resources** — allocating time, money, materials, space, and staff;
- **Interpersonal Skills** — working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds;
- **Information** — acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information;
- **Systems** — understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems;
- **Technology** — selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies.

THE FOUNDATION — competence requires:

- **Basic Skills** — reading, writing, arithmetic, and mathematics, speaking, and listening;
- **Thinking Skills** — thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning;
- **Personal Qualities** — individual responsibility, self-esteem, sociability, self-, management, and integrity.

PURPOSE OF ACT 1124

The purpose of Act 1124 is to create a career option plan for high school students. This law will:

- require the completion of Five Year Educational Plans by students.
- provide for the creation of a career major program(s) in high schools.
- provide for creation of curricula design teams.
- establish time lines for piloting and fully implementing a career major program.
- provide an approval process for the career major program.
- provide for related matters (evaluation, etc.)

WHAT ARE THE BENEFITS OF ACT 1124

TO STUDENTS

provides them with a sense of accomplishment
provides written documentation of educational and career development plans
promotes personal responsibility and accountability
provides a vehicle for integrating career experiences with educational experiences

TO PARENTS

informs parents about educational and career planning
provides a tool by which parents can stay abreast of students' progress in attaining career development competencies
involves parents in educational and career planning

TO THE SCHOOL

provides a vehicle for accountability
offers the opportunity for integration of curriculum
establishes a consistent planning approach for all students
aligns school with national models of excellence

TO THE COMMUNITY

helps prepare students for the workforce
addresses the need for positive work attitudes

A REPORT CARD FOR PARENTS

Grade yourself with "A", "B", "C", "D", or "F" on how well you help your child learn. An "A" means that you are very actively involved in your child's education. An "F" means that you have a lot of work to do.

DO I:

_____ Maintain a good working relationship with my child's teacher?

_____ Show my child that I value education in general and his or her education in particular by talking about the importance of education in his or her life or mine?

_____ Attend all parent-teacher conferences, PTA meetings and school events, such as open houses, plays and band concerts?

_____ Read to my child every day if he or she is too young to read on his or her own?

_____ Encourage my child to read on his or her own or read jointly with him or her and take him or her to the library?

_____ Provide a quiet time and place for my child to study and read?

_____ Insist that my child do all assigned homework?

_____ Make sure that my child attends school every day, if possible?

_____ Expect my child to do his or her best in all subjects, including math, science, art, music and physical education?

_____ Take an interest in what interests my child?

_____ Show pleasure and pride in my child's accomplishments, perhaps maintain a portfolio?

_____ Encourage my child to do his or her best without putting undue pressure on him or her to succeed in scholastic, athletic or extracurricular pursuits?

_____ Understand the school rules, policies and budget and make my views known about important educational issues?

_____ Secure special assistance if my child needs it?

_____ Limit television watching and plan other individual and family activities?

_____ See that my child gets lots of exercise, nutritious food and plenty of rest?

_____ Make sure that my child has free time to play and enjoy himself or herself and insist that he or she not fill all his or her out-of-school hours with activities?

_____ Respect my child and his or her feelings as I do those of my friends and other family members?

Permission to reprint granted by National PTA

ACTIVITIES FOR ELEMENTARY CHILDREN

IN THE GARDEN

Your own backyard can provide some of life's best science lessons. While raking your leaves during the fall, help your child identify each kind of leaf. Discuss why leaves change color and fall off trees, why the sun sets earlier in the fall, and why birds fly south for the winter. If you don't know the answers, take the children to the library to look up the answers or go online.

Let the children plant a garden in the spring by preparing the soil, planting the seeds, fertilizing and watering the plants regularly. This helps to teach responsibility and nurturing as well as teaching science.

ON THE ROAD

A trip in the car can challenge a child's math skills in many ways. Ask, "If it's one hundred fifty miles to Grandma's house, and we're driving fifty miles an hour, how many hours will it take to get to Grandma's house?" Follow up with similar questions.

If you are traveling to a location for the first time, assign a child the job of navigator to enhance geography skills. Give the child a road map and ask him or her to chart the most direct route. Then have him or her to estimate the distance by using the map's mileage key. The child may then check calculations against the odometer. This helps to stimulate intellectual curiosity.

RESEARCHING CAREERS

Help your child make a list of different careers. Then pick a career each week and help him or her to research what this job entails. A trip to the library may be required in order to compile information.

This activity could be done during the summer months when the child is not in school. During a three-month period, twelve careers could be discussed. This activity also helps to stimulate intellectual curiosity.

PREPARING A MEAL

Your child might like to prepare a meal for the family without any help. Let him or her select a menu such as sandwiches and something cooked in the microwave.

He or she should invite the family, set the table, cook and serve the food, and most importantly, clean up afterwards. This activity teaches a child to complete a task.

ACTIVITIES FOR ELEMENTARY CHILDREN

VACATION TIME

Assign your child the job as photo-journalist for your vacation trip. Give him or her an inexpensive camera to use and provide film for picture taking. This job should entail recording memorable events. When you return home, help your child organize pictures in a scrapbook and write a paragraph about the event.

To build research skills, children should help plan any vacation by checking out library travel books and writing to the tourism department for a list of interesting things to do in the area and maps of places to visit. This activity will enhance organizational skills.

HOUSEHOLD CHORES

Begin by working as a team. Write down on small slips of paper what must be done each week such as cleaning the bathroom, dusting the furniture, washing the dishes, vacuuming the floor, etc. Put the slips in a sack and once a week have the children draw a slip to see what their job is for the week.

At first, work alongside them so they'll know what to do. Then let them work alone. Praise their efforts even if they do not do the job as well as you would like. When their jobs are completed, then they are free to play. This will teach children to have pride in their work.

A PLACE FOR EVERYTHING

Decide with your children where their books, toys, clothes, and other things belong. Then decide and make clear to your children if they are to put away their belongings daily or weekly.

If belongings are still scattered around the house at that time, say nothing, collect the items, and store them in a closet. Return your children's missing items at the end of the following week after they have picked up for that week. This will teach children to be neat and organized.

DRESSING FOR THE JOB

Have your children cut clothes out of magazines or catalogs. Then have them draw a picture of a man and a lady on a piece of paper.

Talk with them about how people dress for certain jobs. Then ask how they would dress if they were a lawyer? Let them select from the clothes they have cut out. Continue with different careers. This will help to stimulate curiosity.

ACTIVITIES FOR ELEMENTARY CHILDREN

CLASS FIELD TRIP

Along with the teacher, help your child's classroom decide where to go on a field trip, such as the fire station, television station, hospital, etc. Then make arrangements to help chaperon this trip.

When the children return to class, they may want to talk about what the job entails, how the workers dress, how many hours they work, do both men and women work at this job, etc. This will help to stimulate intellectual curiosity.

EASE THE MORNING RUSH

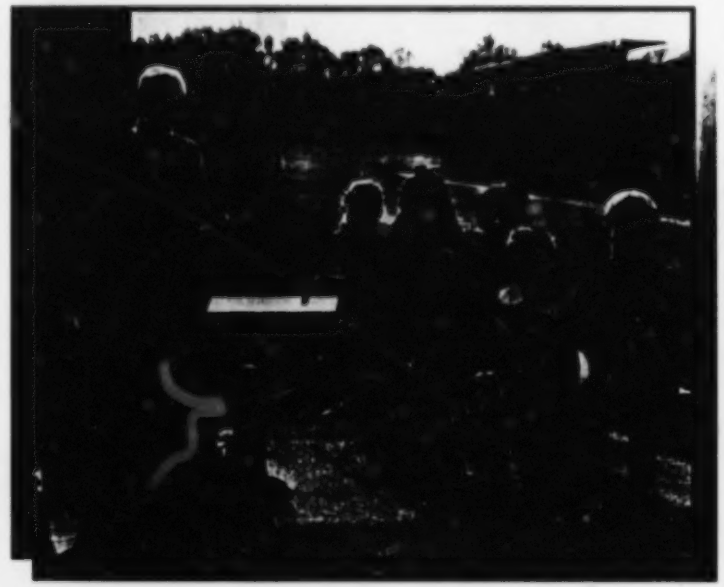
Have your children set the breakfast table, make their lunches, take baths, and lay out their clothes the night before. Then have them set an alarm clock. If they have a hard time getting up in the mornings, try having them go to bed earlier the next night.

Keep breakfast simple so your children can help prepare it. Find a regular place for all school-related items. Use this spot for homework assignments, notes, and school forms. This activity teaches good planning.

FOLLOWING THE RULES

Imagine playing a game where the rules are constantly being changed by someone else. This would be pretty frustrating. Write down family rules in your home. Discuss each one at a family meeting. Make the rules short, clear, easy to check, and reasonable. Talk about what happens when someone ignores the rules. For example — If no fighting is allowed, children who fight should go to a "time out" place. When they are ready to talk things out and come up with a peaceful solution, they may return.

This activity sets boundaries and consequences.



36

BEST COPY AVAILABLE

37

ACTIVITIES FOR MIDDLE AND HIGH SCHOOL STUDENTS/TEENS

OCCUPATIONAL FAMILY TREE

The occupational family tree is an attempt to integrate career development. There has always been an awareness of family influence on occupational preference. Discuss the following questions with your child:

1. How do you feel about the occupations of your relatives (proud, embarrassed)?
2. Why do you think your relatives selected their occupations?
3. What are the satisfactions derived from occupations that your family have enjoyed the most?
4. What family member are you most like?
5. What personal work habits or characteristics have made your family successful/unsuccessful?

This activity will use thinking skills and may stimulate their curiosity.

AT THE MALL

Understanding the value of a dollar is a tall order for the typical spendthrift youngster. An easy way to introduce the concepts of money mangement is to give your child a back-to-school shopping budget. Ask him or her to make a list of clothing, shoes, bags, and other must-have items. Then encourage him or her to compare prices by visiting stores or looking through sale ads. If an $85 pair of shoes is on his or her list, you might say, "If you spend less on shoes, you will be able to buy something else with the rest of your money."

This experience will teach your child prioritizing and responsibility.

PLANNING A MEAL

Let your child plan a well-balance meal. As he or she chooses from among favorite recipes, review why a sensible diet matters. At the grocery store, encourage your child to read labels to compare fat, salt, and sugar contents. For a quick math lesson, ask him or her to select the most economical package size based on price per pound.

Supervise the cooking of the meal. Assist only when asked. Let your child set the table, serve the food, and clean up afterwards.

This activity teaches organizational skills as well as pride in workmanship.

ACTIVITIES FOR MIDDLE AND HIGH SCHOOL STUDENTS/TEENS

READING THE NEWSPAPER

The newspaper is the best way to find out what is happening in the world today. Have every member of the family share an interesting article from the newspaper each evening. Younger children might share something from the sports page or the kids' section.

This activity encourages reading as well as family communication. It is also a great way to raise social awareness.

A TRIP TO THE VOTING POLLS

A great introduction to politics, social issues, and economic problems is by studying the platforms of candidates running for office. Encourage your child to consider all sides of an issue. Ask questions such as, "Do you think that empty lot should be turned into a park or apartments for the elderly?" Why? Take your child to the voting booth with you to watch democracy in action.

By studying issues and candidates, your child's intellectual curiosity will be stimulated.

PLANNING A PARTY

Let your children plan their next birthday party. Give them a budget which they must stay within. They should make out the guest list, plan the menu and find a location. They can even help prepare the food. After the party, they should be in charge of cleanup.

This activity will enhance their organizational skills and provide socialization skills.

NURSING HOME VISIT

You might take your child to a nursing home to visit a friend or relative. Ask what volunteer jobs are available for high school students and how much time it would involve. It might be just visiting with the residents, playing a musical instrument for them, or reading to them.

This activity can teach many things such as responsibility, socialization skills and caring for others.

ACTIVITIES FOR MIDDLE AND HIGH SCHOOL STUDENTS/TEENS

IT'S HAPPENING NOW

With your student, look around and count as many ways as you can see and think of that technology has become part of our lives. Examples are: computer scanning at the grocery store, computers in schools, fax machines in offices, video games, etc.

Then use your imagination. Ask, "How do you think technology will change our lives in the future?" Talk together about the effects of technology. Are they good or bad?

This activity can really stimulate intellectual curiosity.

DISCOVER YOUR INTERESTS

Have your children look at the machines around your house — television, washer, dryer, refrigerator, vacuum cleaner, radio, clock, etc. Let them help repair something and get some experience in using tools. Have them watch a repairman next time he comes to fix something. They may even change a flat tire, change the oil, or put a new air filter on the family car.

Then talk about the different jobs and what really interests them. They need to decide if they really want to work with things or with people or with both.

This activity teaches pride in workmanship and responsibility.

BEST COPY AVAILABLE

HOMEWORK TIPS FOR PARENTS

- Agree with your child on homework rules, such as when homework must be done, where it should be done and what will happen if it is not completed. Many parents insist that homework be finished before TV can be watched.
- Set up a place for your child to do his or her homework, such as a desk in his or her room or the kitchen table. Be sure that there is good light and that distractions are limited. Have necessary supplies, including paper, pencils, and a dictionary, available.
- Expect your child to do homework each night. Ask him or her about homework assignments and emphasize that you think doing homework is an important responsibility.
- Try to schedule homework time for when you are at home, so that you can supervise and help your child. If this is not possible, be sure to check on homework assignments each night. Ask him or her to make a note of any problems that will require your assistance.
- Be sure that your child understands all homework assignments. If he or she has trouble, work out an example with him or her.
- Don't do your child's homework, instead work with and encourage your child to complete it.
- Be sure all homework is finished in proper form and in your child's backpack or book bag before he or she goes to bed. Nothing starts the day off worse than a mad scramble to complete a forgotten assignment or a hunt through the house for mislaid homework. And failing to complete homework or take the finished product to school guarantees dissatisfied teachers as well as unprepared students.
- Keep track of your child's homework assignments and ask to see work that teachers have returned. Pay close attention to teachers' comments and look for any recurring problems.
- Contact your child's teachers if you don't understand their assignments or if your child has special problems. Also contact his or her teachers if they never assign homework.
- Discuss teachers' homework expectations during parent-teacher conferences and ask how much time your child should spend on homework each night.
- See if your school has a homework policy. If there seems to be a problem with homework in your school — too little or too much — ask your PTA president to discuss homework at an upcoming meeting or to call a special meeting for parents to discuss the topic.
- Don't forget to praise your child for a job well done when he or she completes it and when you see improvement.

Permission to reprint granted by National PTA

TEN THINGS THAT TEACHERS WISH PARENTS WOULD DO

Be involved in their children's education. Parents' involvement helps students learn, improves schools and makes teachers' jobs easier.

Provide resources at home for reading and learning. Parents should have books and magazines for their children and read to or with their children each day.

Set a good example. Parents should show their children that they believe reading is enjoyable and useful. They shouldn't spend all their time in front of the television, either.

Encourage children to do their best in school. Parents must indicate that they believe education is important and that they want their children to do the best they possible can at school.

Emphasize academics. Too many parents get caught up in athletics and extra-curricular activities, when academics should be their first concern.

Support school rules and goals. Parents should take care not to undermine school rules, discipline or goals.

Use pressure positively. Parents should encourage children to do their best, but they should not apply too much pressure by setting unattainable goals or by involving them in too many activities.

Call teachers early if there is a problem (not wait for teachers to call them), so there is still time to improve the situation.

Accept their responsibility as parents and not expect the school and teachers to take over this job. For example, parents should make it their responsibility to teach children basic discipline at home rather than leave this task to teachers.

View drinking by underage youth and excessive partying as a serious matter, not a joke. Drinking, partying and staying out late takes a toll on students' classroom performance. While parents are concerned about drug use, many fail to recognize that alcohol is the drug most frequently abused by youngsters as well as adults.

HELPING YOUR CHILD GET A JOB

VOLUNTEER

Let your child volunteer to work for a charity, community organization or church. This will gain your child practical experience through interacting with professionals in a work environment. By meeting and working with community professionals your child can build a list of references.

NETWORK

Networking involves developing a circle of persons with knowledge of career activities. Each contact in your child's network can help with different aspects of developing his or her career plan. One person may help with your child's resumé while another may give your child feedback on his or her appearance or body language. They may also keep your child informed about job opportunities and refer them to those in hiring positions.

RESUMÉ

A good resumé is a summary of your background and may open the door for productive employment. It is important to keep a resumé updated and easily accessible. Your child may visit the reference section of the local library to learn about resumé writing.

COVER LETTER

A cover letter allows you to address the person who will be reviewing the resumé. In the letter your child should state the reason he or she is sending the resumé.

JOB INTERVIEW

Your child should prepare for a job interview in advance. He or she should consider the following steps:

1. **Skills**
   Your child should determine if he or she is a doer, thinker, creator, helper, organizer, or persuader and consider the different careers associated with his or her particular skills.
2. **Research**
   Locate information on the company or organization by going to the reference section of the local library.

HELPING YOUR CHILD GET A JOB

3. **Know the Audience**
   Your child should talk to all of his or her contacts to see if they know they person with whom your child will be interviewing. Your child might obtain information about the interviewer that could help during the interview. The more your child knows about the interviewer, the better equipped he or she is to succeed at the interview.
4. **Know the Facts**
   Arrive on time or a few minutes early for the interview. Never be late. Memorize the interviewer's name.
5. **Make a Good Impression**
   The way your child conducts himself or herself or the way he or she looks are extremely important in an interview. Your child should keep the following in mind:
   - Don't chew gum
   - Dress to suit the interview
   - Hair in place and neatly cut
   - Fingernails properly cut and cleaned
   - Don't wear too much perfume or cologne
6. **Ask Questions**
   By asking some of the following questions, your child will show that he or she is very interested in the position:
   - What are the specific skills/responsibilities required for the job?
   - Is the position permanent or temporary?
   - Is the position part-time or full-time? How many hours per week?
   - Who is the immediate supervisor?
   - Who will I be working with?
   - How will I be evaluated?

HELPING YOUR CHILD GET A JOB

7. **Questions Your Child May Be Asked**
   Your child should practice answering questions before the interview with someone in his or her network.
   - Why do you want to work for our company?
   - What skills do you enjoy using the most?
   - What are your strengths? Weaknesses?
   - Do you have specific career goals?
   - How well do you work under pressure?
8. **Thank You Letter**
   Your child should prepare a letter to the interviewer for taking time out of his or her day to talk with your child. Highlight the important things discussed in the interview and add anything he or she forgot to say. Your child should restate his or her interest in the job.

Handling Rejections

Sometimes getting a job can be difficult. If your child is not hired, he or she should ask why. This feedback is invaluable and can help with subsequent interviews. The more your child interviews, the better he or she will get at it. When the time is right and the job is available, your child will find a job.

52

LOUISIANA
SCHOOL-TO-WORK
PARTNERSHIPS

Contacts for Partnerships:

Red River	Walter Lee/Patti Trudell 318-795-4226/4227
Northeast LA	William Fletcher 318-435-7540/9606
Central LA	Jan Haworth 318-448-1591
Imperial Calcasieu	Abi Porter 318-437-6103
Cajun Heartland	Debbie Burkheiser 318-236-6890
Gateway	Ginger Weber 504-922-5444
Pinelands	Brenda Simon 504-732-6640
Metro Vision	Sue Burge 504-527-6937
Bayou	Christina Rodrigue/Luther Fletcher 504-857-3660

BEST COPY AVAILABLE

LOUISIANA PARENT TEACHER ASSOCIATION
1543 Del Plaza, Suite 13
Baton Rouge, Louisiana 70815
225-927-7382
225-927-9497 (fax)
e-mail: laoffice@pta.org